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ERIC CLEARINGHOUSE ON ADULT EDUCATION

PUBLIC SCHOOL ADULT EDUCATION, #1
CURRENT INFORMATION SOURCES

January, 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Requests for information about adult basic and secondary education may be directed to:

Richard W. Cortright, Director
NAPSAE Adult Education Clearinghouse
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January, 1968
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AC 000 067 E WHAT RESEARCH SAYS ABOUT PUBLIC SCHOOL ADULT EDUCATION. Aker, George F. * Carpenter, William L. Florida State Univ., Tallahassee. Dept.
ED 011 358 of Adult Education. NOV 66 EDRS PRICE MF-$0.09 HC-$1.32 33p.
TERMS: *public school adult education, *participation, *program development, *participant characteristics, *research reviews, motivation,

ABSTRACT: This review of research on public school adult education indicates that, while there has been impressive growth and achievement, there is evidence that adults who lack high school diplomas or even basic literacy skills are not being reached. Studies are needed to determine why these adults are least likely to participate in programs. Studies made of curriculums, clientele, dropouts, financing, promotion, and evaluation suggest that public school adult education needs its own program of diverse offerings, more qualified personnel, sensitivity to community needs, more administrative support, promotion, and a continuing research and evaluation program for each school. Further research needs a common data collection system and experimental public schools for adult learning research. Studies should be made of evaluative criteria for curriculums, techniques of counseling adults, the skills required of teachers, counselors, and administrators, and their problems, training programs, and objectives. (ja)
SECONDARY TERMS: educational objectives, adult dropouts, financial support, promotion, research needs, evaluation,

AC 000 020E ORGANIZATION AND ADMINISTRATION OF DISTRIBUTIVE EDUCATION PROGRAMS
ED 011 091 FOR ADULTS (Bulletin 74H-5). Florida. Dept. of Education. Div.of Vocat.,Tech.,a. and Adult Educ. Florida. Dept. of Education. Distrib., Coop.,and Bus. Section. JUL 66 EDRS PRICE MF-$0.18 HC-$3.40 85p. tables. fs.
TERMS: *manuals, *distributive ducation, *program administration, *adult education programs, *program development, methodology, industrial

ABSTRACT: This guide was prepared to assist county superintendents, local directors of vocational education, local coordinators, and supervisors in the organization, development, and supervision of distributive education programs for adults. It is especially oriented to Florida. It describes distributive education as a cooperative enterprise involving both county school administration and the community. The coordinator of the program works as liaison between the two, surveying the needs of the community, contacting business organizations, forming an advisory committee, selecting teachers, and developing courses of study appropriate to the community needs. The advantages and disadvantages of several teaching methods are discussed, such methods as lectures, forums, symposiums, and buzz sessions. Adult offerings in vocational distributive education are listed for management, supervisory personnel, and employees, in such occupational areas as banking, insurance, real estate, travel and ticketing procedures. The appendix includes teacher certification forms, Florida certification requirements, award forms and 23 references. (ly)
SECONDARY TERMS: education, admissions criteria, educational finance, instructional staff, service occupations, program evaluation, vocational education, educational benefits, teaching techniques, program descriptions, Florida,

AC 000 160 E PATTERNS OF ATTENDANCE IN ADULT NIGHT SCHOOL COURSES (IN Canadian Education and research digest, Sep 66, pp.230-240). Verner, Coolie
ED 011 623 * Neylan, Margaret S. 66 11p.
TERMS: *attendance patterns, *adult dropouts, *public school adult education, *program length, *program content, evening classes,

ABSTRACT: A study was made of attendance in adult evening classes in a British Columbia urban school. Class records from the year 1963-64 were studied, the 266 courses (with 5240 registrants) varying in length and subject content. Subject categories were -- academic (33 sessions long), a replication of a preadult learning situation, which provided credit toward a high school diploma, vocational (10 or 20 sessions), and general (mostly 10 sessions). The mean percentage loss in attendance was 30 percent, academic courses declining from 95 to 47 percent, vocational from 91 to 55 percent, and general courses from 92 to 71 percent. Data suggest that course content has a direct relationship to motivation. Courses from which immediate benefit is gained are best attended. As a course lengthens beyond 10 sessions, loss in attendance accelerates, the rate of loss varying with the type of course. Although the data provide no measure of the influence on attendance of the instructional process, the very poor pattern of attendance in academic courses indicates the need for major changes. Equivalency courses for adults need to be designed specifically for them, instead of duplicating day preadult programs. Tables show attendance by courses and subject areas. (ly)
SECONDARY TERMS: motivation, adult vocational education, academic education, tables (data), investigations, British Columbia, Canada,

AC 001 245 E CATALOG OF AUTHORIZED SUBJECTS FOR ADULT SCHOOLS, GRADUATION REQUIREMENTS AND CURRICULA (1966-67 Revision). Los Angeles City Schools. Division of Instructional Services. 67 145p.
ED 012 002
TERMS: *adult education programs, *graduation requirements, *public school adult education, program descriptions,

ABSTRACT: The adult education program of the Los Angeles City Schools, conducted in 28 adult schools, had an enrollment of 190,000 and a teaching staff of 2,200 during 1965-66. Instruction is provided in response to public demand expressed by organizations and advisory committees in 10 areas -- academic, business, civic, elementary and citizenship, fine arts and crafts, health, homemaking, horticulture, industrial, and music education. This catalog contains course descriptions, prerequisites, grade levels, work achievement credits, graduation requirements, and number of high school credits that may be earned. Intended primarily for the use of counselors and adult administrators as a working manual with which they may guide adults in achieving educational goals, it is also a statement of the standard of curricula requirements of the Los Angeles Board of Education. (aj)
SECONDARY TERMS: directories, catalogs, Los Angeles, California,

AC 000 035E COMMUNITY EDUCATION PROJECT. A report to the Rosenberg Foundation.
ED 011 094 Heppell, Helen M. San Diego City Schools, Calif. Dept. of Adult Education.
JUN 66 EDRS PRICE MF-$0.09 HC-$2.32 58p. illus.
TERMS: *community education, *public school adult education, *school community cooperation, *educationally disadvantaged,

ABSTRACT: A 3-year community education project was undertaken in southeast San Diego, which was characterized by a large minority group population, low incomes, high unemployment, and junior high school educational median. Adult education classes were poorly attended in the area. Creative motivational techniques were made possible by foundation funding, a skilled community coordinator, citizens advisory committee, and community involvement. These included an "Adult Education Sunday" in local churches, a welfare class in basic education for unemployed fathers, talks by the coordinator to PTAs, church groups, labor unions, publicity in the newspapers, home calls by volunteers, decentralized classes at elementary schools, a meaningful curriculum, a little theater, dance and art classes, encouragement of library use, an American Negro history class. Objective evaluation of this kind of project is difficult, but there was a steady rise in adult school attendance and a steady increase in certificates and diplomas issued by the adult school. The persons involved in the project were interviewed for a subjective evaluation. The most successful motivational techniques involved person-to-person contact, such as home calls. A positive evaluation of the worth of this kind of project is shown in its extension as a Federally financed program. (eb)
SECONDARY TERMS: *low income groups, poverty programs, community programs, community responsibility, administrative personnel, neighborhoods, public relations, financial support, socioeconomic background, motivation, family attitudes, program improvement, San Diego, Calif.,

AC 000 063 E HANDBOOK ON ADULT EDUCATION IN CALIFORNIA (rev. ed.). California.
ED 011 986 Dept. of Education. Bureau of Adult Education. 66 EDRS PRICE
MF-$0.18 HC-$3.76 94p.
TERMS: *adult education programs, *public school adult education, *administrative policy, manuals, program planning,

ABSTRACT: Public school adult education in California has developed from a remedial and elementary program to one meeting the continuing educational needs of adults. To provide leadership and to help school administrators seeking excellence in adult education programs, the handbook has been revised to include chapters on federal aid, standards for program planning, administration of classes attached to day high schools or junior colleges, course titles and areas of study, regulations for programs for prison inmates, the handicapped, hospital patients, and community service, financing adult education, employment of teachers, and evaluation of adult education programs. Tables show enrollments by subject field and type of school. Sections pertinent to adult education, selected from the Education Code, the Health and Safety Code, and the California Administrative Code, Title 5, Education, and selected references are appended. (aj)
SECONDARY TERMS: teacher employment, federal legislation, federal aid, state legislation, educational opportunities, California,

AC 001 259 E EVALUATION OF THE EOA BASIC EDUCATION PROGRAM, 1965-66. Oakland Public Schools, Calif. Research Dept. RR-11 Oakland. Dept. of Adult Education, Calif. 66 EDRS PRICE MF-$0.09 HC-$1.96 49p.
TERMS: *adult basic education, *English (second language), *program evaluation, *culturally disadvantaged, *remedial instruction, achievement tests,

ABSTRACT: Classes in basic education and English for foreign-speaking persons, funded by the Economic Opportunity Act (EOA), were begun in January 1965 in adult day schools in Oakland, California, for men and AFDA mothers, who tested at less than 8th-grade level. Welfare payments were continued and cash reimbursements and child care provided for mothers. Remedial pre-vocational classes in pre-nursing, pre-housekeeping, pre-clerical, or pre-technical areas were provided. Student achievement was tested with the Stanford Achievement Test (SAT), the results simulating third to fifth-grade level. These tests may have provided an inadequate indication of student growth, in that they are tests for elementary children, they were administered at different times during the course, and there were considerable age differences among the persons tested. Teachers of adult basic education indicated that about half of the students made good to excellent progress, more in motivation and self-confidence than in skills. In the English for foreign-speaking classes, 50 to 80 percent of the work showed good to excellent progress especially in the skill area. Students rated as most important improvement in reading, amount of learning, helping their families, and planning budgets. Appendixes include the teacher rating scale, student rating scale, questionnaire, 6 tables, and student biographies. (sm)
SECONDARY TERMS: student evaluation, teacher evaluation, test validity, motivation, non English speaking, academic achievement, rating scales, language skills, self concept, training allowances, social sciences, Economic Opportunity Act, Stanford Achievement Test, Oakland,

AC 000 442 I MOTIVES FOR ATTENDANCE AT EVENING ADULT SCHOOL BY FORMER DAY-SCHOOL DROP-OUTS (M.A. thesis). Brash, Fred B. Fresno State College, Fresno, Calif. JAN 64 71p.
TERMS: *participant data, *dropout characteristics, *motivation, *public school adult education, masters theses, females, males,

ABSTRACT: This study attempts to determine the reasons for students' dropping out of day-school, to find why the dropouts go to the Fresno Adult School as part-time evening students, and to study some of their characteristics. This school provides either high school diplomas or elementary certificates. A checklist type questionnaire based on Mildred Parten's "Surveys, polls, and samples" was used, with some revisions. The questionnaire was completed by 685 persons -- 258 men and 427 women, mainly between the ages of 30 and 35. Some of the findings were that 67 percent were married, 16.9 percent were foreign-born, 55.7 percent decided to go to adult school for a high school diploma or elementary certificate, more students withdrew from day-school in the 10th grade than any other grade, the major reason of male students being to help their families financially. Only 9.4 percent of the total were unemployed. The paper recommends follow-up studies, after 5 and 10 years, of the dropouts from school, to find their reasons, types of occupations, and motivations for attending the adult school. 34 references. Appendix includes the questionnaire used. (sm)
SECONDARY TERMS: age differences, questionnaires, bibliographies, research, Fresno Adult School,

AC 000 952*I RETENTION OF PART-TIME TEACHERS IN PUBLIC SCHOOL ADULT EDUCATION PROGRAMS (M.A. thesis). Beck, Kenneth N. Chicago Univ. JUN 65 61p.
TERMS: *public school adult education, *part time teachers, *personnel policy, *staff development,

ABSTRACT: Directors of public school adult education programs have difficulty in retaining staff and have been unable to alleviate the problem simply by increasing salaries. This study aimed to determine major causes of the turnover of staff. A random sample of 3 groups of male teachers of adults in a suburban Illinois school system was chosen to complete a questionnaire based on categories of social, economic, political, personal and theoretical values. A group of 11 inexperienced teachers, a group of 11 experienced teachers, and a group of 12 former teachers were chosen. A comparison of questionnaire data from teachers and interview data from the director was also made. Some of the findings--importance of freedom in the classroom, imparting and seeking knowledge, and political values--suggest that leaders in public school adult education might stress values other than economic in recruiting campaigns, promotion and status have an important bearing on retention of part-time staff, and the director, although permitting freedom within the classroom, should institute inservice training programs which pertain to both theoretical and social values. There are tables, appendixes, and 36 references. (author/sm)
SECONDARY TERMS: questionnaires, job satisfaction, inservice teacher education, investigations, masters theses, Illinois,

AC 000 873 E
ED 011 637 THE ROLE OF A STATEWIDE SYSTEM OF HOME STUDY IN NEW YORK STATE, A FEASIBILITY STUDY (PROPOSAL). Lyons, William A. New York. State Education Dept., Albany. JUN 66 EDRS PRICE MF-$0.09 HC-$0.72 18p.
TERMS: *research proposals, *adult education, *correspondence study, *correspondence courses, high school curriculum, financial support,

ABSTRACT: The State Education Dept. has received funds under the Elementary and Secondary Education Act of 1965 (Title V) to investigate the need for a statewide home study program in New York, primarily on the secondary and college levels. The study will demonstrate how a program of home study would supplement and strengthen existing educational programs, and determine the cost and financial feasibility, administrative arrangements, the role of new technologies (use of records and tapes, programed materials, mobile libraries, telelectures, etc.), and contract availability of present home study courses. Special attention will be given to the instructional needs of the mature student. By way of background, the proposal discusses the place of home study in American education and in New York State, and how it works. The proposal points out that New York State's system of education has unique features that could provide answers to criticisms leveled at home study education, i.e., Regents and College Proficiency Examinations to measure educational quality, and strong existing educational programs to offer testing and guidance services to lower the high drop-out rate of learners. (aj)
SECONDARY TERMS: college curriculum, audiovisual aids, programed instruction, educational needs, state programs, New York State,

AC 001 095 C THE DEVELOPMENT OF PUBLIC SCHOOL ADULT EDUCATION AS A STATE FUNCTION WITH SPECIAL REFERENCE TO WYOMING. (M.A. thesis). Beckman, A. Darrel. Wyoming. Univ. College of Education, Laramie. Aug 57 46p.

TERMS: *historical reviews, *masters theses, *public school adult education, Wyoming,

ABSTRACT: After defining adult education, this thesis traces the development of public school adult education through a brief historical background and chronology, and reviews the state framework in relation to public school adult education. A philosophy of public school adult education is outlined. There are 7 tables of data and a selected bibliography.

AC 001 096 I PUBLIC SCHOOL ADULT EDUCATION 1967 ALMANAC, including DIRECTORY OF ACTIVE MEMBERS AND COMMUNICATIONS SERVICE SUBSCRIBERS. National Assn. for Public School Adult Education, Washington. 67 174p.

TERMS: *directories *adult educators, *public school adult education, *adult education programs, annual reports, educational legislation,

ABSTRACT: The almanac of the National Association for Public School Adult Education (NAPSAE) contains a directory of members and subscribers, and an overview of educational legislation, U.S. Office of Education organization and programs, professional standards for administrators and teachers, conferences and committees, the newly amended NAPSAE constitution, recent adult education research, training provisions for adult educators, and generalities (Federal aid, teacher salaries, organizations and staff, adult basic education reading materials, enrollments in adult basic educational programs, NAPSAE publications, etc.). Document includes a chart, tables and photos, and 64 references. (ly)

SECONDARY TERMS: personnel data, surveys, bibliographies, financial support, teacher salaries, professional training, teacher training, student enrollment, adult basic education, professional associations, federal aid, voluntary agencies, tables (data), NAPSAE, USOE,

AC 001 253 E LAW EVERYONE SHOULD KNOW, ADULT COURSE OUTLINE. New York State Educ. Dept. Bur. of Cont. Educ. Curriculum Dev. Bull-98 New York State Bar Association, Albany. 66 EDRS PRICE MF-$0.18 HC-$4.16 104p.
ED 012 420
TERMS: *laymen, *law instruction, *instructional films, *adult education programs, *curriculum guides, New York State,

ABSTRACT: This latest revision of the introductory course in law for laymen (as practiced in New York State) discusses the new divorce law, capital punishment, protection against self-incrimination, and taking against a will as well as other changes in the law since the last revision in 1961. Course One includes sessions on wills defined, wills and estate planning, family relations, accidents, local government, criminal law, courts and litigation. Course Two covers contracts, real estate, negotiable instruments, business organization, employment laws, courts and litigation. The appendix includes several tips for instructors, a list of 11 films, and the addresses of the sources for them. (eb)
SECONDARY TERMS:

AC 000 958 C ADULT EDUCATION, THE RELATIONSHIP OF PROGRAM DEVELOPMENT TO STATE FISCAL POLICY. New York State Educ. Dept. Bureau of Educational Finance Research., New York State Education Dept.. Bur. of Adult Education. Oct 64 24p.
TERMS: *state aid, *public school adult education, *program development, New York State,

ABSTRACT: This study consists of 2 parts. Part I shows the consequences which the changes in the state fiscal policy in adult education have brought about. Part II encourages the growth and development of the programs. Tables and charts are included. (sm)

AC 001 250 C BACK TO WORK WORKSHOP FOR WOMEN, A SUGGESTED COURSE OF STUDY DESIGNED FOR PUBLIC SCHOOL ADULT EDUCATION PROGRAMS. University of the State of N.Y., Albany. New York Bureau of Continuing Education Curriculum Development, Albany. 67 52p.

TERMS: *womens education, *public school adult education, *workshops, *job application, *course organization,

ABSTRACT: A 6-session, 2-hour workshop for mature women considering entering or re-entering the labor market, includes information on what is involved in a return to work, self inventories, job opportunities, looking for a job, self-employment ideas, and preparation of a letter of application and resume. aj

AC 001 472JC A CLASS FULL OF COURSES, AN UNUSUAL EXPERIMENT IN PROGRAMED TEACHING (IN Audiovisual instruction 11(4)/251-253, Apr 1966). Van Phelan, Louis. Apr 66 3p.

TERMS: *programed instruction, *individualized programs, *experimental teaching, *adult education programs,

ABSTRACT: At University Adult High School in Los Angeles an experimental system of programed instruction allowed adult students to study a number of allied subjects in a single classroom under the guidance of one teacher.

AC 000 343C A DIRECTORY OF ADMINISTRATIVE OFFICIALS IN SCHOOL BOARD ADULT EDUCATION. Canadian Association for Adult Educ., Toronto, Ont. 24p.
TERMS: *directories, *administrators, *public school adult education, Canada,

ABSTRACT: This directory includes the names, titles and addresses of those officials who bear administrative responsibility, either full or part time, for school board adult education programs in Canada. Arranged by geographic locations with a separate alphabetical index of names.

AC 000 907 C THE EDUCATIONAL AUTHORITIES DIRECTORY AND ANNUAL, 1967. 67 913p. School Government Pub. Co., London (England).
TERMS: *adult education, *directories, *secondary schools, *universities, Great Britain,

AC 000 466C ANNUAL REPORT, 1966. Los Angeles City Schools,Calif.Adult Occupational Training Center.
TERMS: *vocational education, *job training, *skill centers, *educational facilities,

ABSTRACT: This report of the first year of the Adult Occupational Training Center (AOTC) in Woodland Hills, Los Angeles, California, outlines the reasons for selecting Woodland Hills for this center, the participants, the kind of training given, and how to get a job training course set up at AOTC. The report covers the period from July 1, 1965 to July 1, 1966.

AC 000 348C BACK TO NEW FRANCISCO.(address delivered at a joint AEA-CNO-NAPSAE luncheon Nov 15,1966) (IN Adult leadership 15(8)/261-262 ff., Feb 1967). Houle, Cyril O. 67 6p.
TERMS: *public school adult education, *community cooperation,

AC 000 690C ADULT EDUCATION IN TORONTO (Speech presented to post graduate seminar on adult education at Ontario Institute for Education Studies, Mar 13, 1967). McGivney, John F. MAR 67 12p.
TERMS: *public school adult education, Toronto, Canada,

ABSTRACT: Reviews briefly the many facets of public school adult education, in Toronto, such programs as English and Citizenship (including adult basic education) and academic, cultural, and leisure time development courses, problems of retention of students, promotion of courses, and fees charged. (ly)

AC 000 783JC COMBINING CORRESPONDENCE AND ORAL METHODS IN TEACHING SECONDARY SCHOOL SUBJECTS (IN The home study review 8(1)/32-38, Spr 1967). Leskinen, Heikki. Spr 67 7p.
TERMS: *classroom techniques, *correspondence study, *evaluation, *secondary education, Finland,

ABSTRACT: In Finland about 7500 pupils annually study secondary school courses by correspondence. In 1959 an experimental program was begun in which the Correspondence Institute of the Society for Popular Culture and the Central Board of Schools cooperated to provide classroom teaching to augment correspondence instruction. The local secondary school arranged 14 days' oral teaching 4 times a year. The classes, mainly language and mathematics, meet 4 hours an evening. Good examination scores, a lowered drop out rate, and the convenience schedule for working people indicate that this teaching method is effective for adult secondary education. (aj)

AC 001 534 E ADULT BASIC EDUCATION, 1 (Current information sources). ERIC Clearinghouse on Adult Education, Syracuse, N.Y. NOV 67 EDRS PRICE MF-$0.09 HC-$0.92 23p.

TERMS: *adult basic education, *annotated bibliographies, *literacy education, illiterate adults, manpower development, public

ABSTRACT: An annotated bibliography on adult basic education contains 38 indexed entries, most of which are also abstracted. Such topics as reading instruction, programed instruction and related technology, teacher attitudes and characteristics, manpower development, regional needs, program planning and administration, teacher training, and literacy education for enlisted men and non English speaking Mexican-Americans, are represented. Also noted is a collection of abstracts of research studies conducted in New Mexico, Arizona, Nevada, Utah, Idaho, Wyoming, and Colorado. (ly)

SECONDARY TERMS: school adult education, adult educators, testing, enlisted men, non English speaking, teacher education, teacher evaluation, teacher attitudes, research, program descriptions, programed instruction, instructional materials, program administration, geographic regions, instructional technology, family life education,

A list of other publications about public school adult education currently available from NAPSAE may be obtained from the NAPSAE Adult Education Clearinghouse.

ERIC CLEARINGHOUSE ON ADULT EDUCATION

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BASIC INFORMATION SOURCES

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Continuing Education in the Professions, #1

Higher Adult Education, #1

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Public School Adult Education, #1

Television and Radio in Adult Education, #1

Training of Adult Education Personnel, #1

OTHER

Adult Education Periodical Holdings

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